

## **Program Description/Textbook or Print Instructional Material**

**Vendor:** Pearson Education, Inc., publishing as Pearson Prentice Hall      **Web Address:** www.phschool.com

**Title:** **Agribusiness**

**Author:** Gibson et al.      **Copyright:** 2001

**ISBN:** 0-8134-3172-7      **Course/Content Area:** Agriculture Business/Farm Management

**Intended Grade or Level:** 9-12      **Readability Level:** 9.6 Flesch-Kincaid

**List Price:** \$ 51.96      **Lowest Wholesale Price:** \$ 38.97

**Level of Accommodations (Level One, Two, or Three)** Three

If Level Two or Three, please provide rationale for not meeting Level One Compliance. Pearson Prentice Hall is unable to provide files in Levels One or Two due to the variety of page layout systems used to create the text. These systems are not compatible with specialized formats such as XML or HTML.

### **FEATURES**

**DISCLAIMER:** The features of each book or program were developed by the publisher and do not reflect the opinion of the State Review Team, State Textbook Commission, nor of the Kentucky Department of Education.

**Content :** *Agribusiness* is designed to help students succeed in management careers in the agriculture industry. It strongly promotes both the management and communications skills needed to be a successful business owner or manager. The text also integrates mathematics concepts through its coverage of business accounting principles.

**Student Experiences:** *Agribusiness* provides excellent direct instruction by organizing chapter content around student learning objectives and important terms that are presented at the beginning of each chapter. Exploring activities at the end of each chapter along with practical tips and safety principles throughout are also included to generate reinforcement. Their inclusion allows students to investigate career and leadership opportunities.

**Assessment:** *Agribusiness* offers several ongoing opportunities for student assessments. Chapter-ending questions and activities provide assessment opportunities for student comprehension of the chapter's learning activities. Exploring activities throughout offer additional opportunities for assessment and reinforcement.

**Organization:** *Agribusiness* is organized in five major units consisting of 23 total chapters. Each chapter is organized around measurable student learning objectives. The content for these learning objectives is presented as major sections in each chapter. The major parts are organized to serve as stand-alone units or as part of a more complete curriculum.

## **Resource Materials**

- **Gratis Items To Be Provided And Under What Conditions**

**Free upon request, 1 per teacher user with a minimum purchase of 20 Agribusiness Student Editions:**

∞ Teacher's Manual

- **Available Ancillary Materials**

## **RESEARCH DATA/EVIDENCE OF EFFECTIVENESS**

**DISCLAIMER:** The research data and evidence of effectiveness was provided by the publisher and does not reflect the opinion of the State Review Team, State Textbook Commission, nor of the Kentucky Department of Education.

Agribusiness has been effectively implemented in a variety of schools across the country. These implementations have led to favorable reports on student performance. The text has been used by the Center for Agricultural and Environmental Research and Training, Inc. in the pre-development of a new Kentucky Core Curriculum for Agricultural Education for tentative release in Summer 2004.



# Group V - Career/Technical Vocational/Practical Living Education Instructional Materials Evaluation Tool Agriculture/Agribusiness



Title: Agribusiness		\$38.97	
Publisher: Prentice Hall			
Item Evaluated: Textbook			
Copyright Date: 2001		Evaluator: DJ Matherly & Pam Zeller	
Content Level: 9-12		Date of Evaluation 28 July 03	
Level of Alternative Format	Level 1 – Full Compliance	Level 2 – Provisional Compliance	Level 3 – Marginal Compliance
This section completed by Exceptional Children Services			

## Overall Strengths and/or Weaknesses

**Disclaimer:** Comments on the strengths and/or weaknesses of each book, material or program were written by members of the State Textbook/Instructional Materials Review Team and reflect their opinions . They do not reflect the opinions of the State Textbook Commission nor the Kentucky Department of Education. In addition, the State Textbook/ Instructional Materials Review Team completed each evaluation form during the week of July 28-Aug. 1, 2003. In order to maintain the integrity of the of the review team's comments, editing was limited to spelling and punctuation.

Recommendations:	
<input checked="" type="checkbox"/>	Recommended by reviewers to State Textbook Commission
<input type="checkbox"/>	Not recommended by reviewers to State Textbook Commission

**Publisher's Explanation of Reviewer's Comments:** By action of the State Textbook Commission, publishers are provided limited space, 150 words, to respond to what they may consider factual errors made by the reviewers in the evaluation.



# Group V - Career/Technical Vocational/Practical Living Education Instructional Materials Evaluation Tool Agriculture/Agribusiness



<b>Title: Agribusiness</b>		<b>Publisher Prentice Hall</b>
Technology Management Summary Data:	20 possible points	_____0_____ points earned
Technology Management Comments:		
Technology Presentation/Interface Summary Data:	40 possible points	_____0_____ points earned
Technology Presentation/Interface Comments:		
Content Summary Data:	52 possible points	_____46_____ points earned
Content Comments:		
Instruction & Management Summary Data	52 possible points	_____49_____ points earned
Instruction & Management Comments:		
Organization & Structure Summary Data	36 possible points	_____32_____ points earned
Organization & Structure Comments:		
Resource Material Summary Data	40 possible points	_____23_____ points earned
Resource Material Comments:		



# Group V - Career /Technical & Vocational/Practical Living

## Electronic Instructional Media Review Form

### Stand Alone/Independent or Integrated Software for Agriculture/Agribuisness



Equipment (circle or change fill color)	Grade Level (circle or change fill color)	Audience (circle or change fill color)	Format (circle or change fill color)	Cost _____	
Windows	Primary	Individual	Stand Alone/Independent	_____ single copy	_____ site license
Macintosh	Intermediate	Small Group	Integrated	_____ network version	_____ school version
CD-ROM	Middle	Large Group	Supplemental	_____ lab pack of _____ copies	_____ online
DVD	High		In lieu of basal test		
Sound					
Other					

If other, explain \_\_\_\_\_

Type of Software: Check all that apply	_____ Simulation	_____ Management	_____ Interdisciplinary	_____ Problem Solving	_____ Tutorial
_____ Exploratory	_____ Creativity	_____ Drill and Practice	_____ Critical Thinking	_____ Utility	_____ Other:

Rating Scale:	3—Some of the time	1—None of the time
4—All or the time	2—Minimally	0— Not applicable

Management	Rating
Allows customizing for individual learning needs.	
Allows students to exit and resume at a later time.	
Keeps a students performance record, where needed.	
Allows control of various aspects of the software (e.g., turning sound off).	
Allows for printed reports.	
Comments:	<b>Total</b>

Presentation/Interface	Rating
Presents material in an organized manner.	
Has consistent, easy-to-use, on-screen instructions.	
Has developmentally correct presentation format.	
Adapts to different learning environments (learning styles/multiple intelligences, etc.)	
Accessible for special needs students.	
Runs smoothly, without long delays.	
Presents easy-to-view text and graphics.	
Presents easy-to-hear and understand sounds.	
Avoids unnecessary screens, sounds, and graphics.	
Provides immediate, appropriate feedback.	
Comments:	<b>Total</b>

Content—Agriculture/Agribusiness	Rating
Career Focus/Employability Skills/Workplace Readiness Skills	2
Supervised Agricultural Experience (Work Based Learning)	3
Development / FFA Student Organization	4
Principles of Economics Leadership	4
Free Enterprise System	4
Finance, Budgets, Credit, Taxes	4
Inventory / Equipment / Facilities	2
Sales & Marketing / Planning, Analysis, Strategies, etc.	4
Managing Resources	4
Government Policy, Laws, etc	4
Technology in Agribusiness (Food, Animal, Plant, Crop Environmental, Bio-Tech)	4
Emerging Agricultural Technologies (GIS, GPS, Tissue Culture, Cloning, etc.)	4
Agriscience Principles	3
Comments:	<b>Total</b> 46

Rating Scale:	2—Minimally
4—All or the time	1—None of the time
3—Some of the time	0— Not applicable

Instruction and Assessment	Rating
Identifies a Sense of Purpose	4
Builds on Student Ideals	4
Engages Students	3
Develops Agribusiness Ideas	4
Promotes Student Thinking	4
Assesses Student Progress	4
Enhances The Learning Environment	4
Reading level is appropriate for interest and ability level of intended student group; level remains consistent throughout.	4
Commonwealth Accountability Testing System (CATS) "like" Assessment is provided	4
Variety of Assessments (diagnostic, formative, summative, open response, multiple choice, individual, small group, oral, demonstrations, presentations, self and peer performance, portfolio prompts) is included.	4
Includes activities and opportunities for integration of technology.	3
Reflects researched-based practices (e.g. hands-on activities, technology, problem-solving situations)	4
Differentiation techniques and activities suggested.	3
Comments:	<b>Total 49</b>

Rating Scale:	3 – Some potential for learning	1 - Not present
4 – High potential for learning	2 – Little potential for learning	0 – Not applicable

Organization and Structure	Rating
Organization is logical and allows for spiraling of content.	4
Vocabulary and key terms are clearly defined and easily accessible within each lesson.	2
Visual illustrations (e.g. graphs, charts, models) and examples are clearly presented and content-related.	4
Illustrations and language reflect diversity (e.g. racial, ethnic, cultural, age, gender, disabilities).	4
Legible type, length of lines, spacing, and page layout and width of margins contribute to overall appearance and use.	4
Student materials seem durable and conducive to daily use.	4
Includes sufficient glossary, index and appendices.	2
Employs accurate grammar and spelling	4
Organization of material can be effectively used with Standards Based Units, Core Content and Program of Studies.	4
Comments:	<b>Total 32</b>

Resource Materials	Rating
Teacher materials coordinate easily with student materials (e.g. additional resources included at point of need, student pages shown, integration of technology indicated)	4
Activities are included that adapt to the various learning styles, intelligences, and interest/ability levels.	4
Extension activities including adaptations and accommodations for students with special needs.	4
Resources provide objectives, background information, common student errors, hints, advice for lesson implementation and real-world connections, connections with career and/technology and references (e.g. solution manuals, study guides)	4
Suggestions are made for integration of themes and /or interdisciplinary instruction.	4
Integration opportunities suggested and examples given.	3
Teacher resources are available online.	0
Online resources available – Repeat of information in text.	0
Online resources available – Practice skills only.	0
Online resources available – New application materials.	0
Comments:	<b>Total 23</b>

Rating Scale:	
4—All or the time	2—Minimally
3—Some of the time	1—None of the time
	0— Not applicable